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ABSTRACT

St. Joseph's School for the Blind (Jersey City, New Jersey) cooperated with the Occupational Center of Hudson County to establish a model transitional prevocational training program for severely multiply handicapped, visually impaired students. The aim was to assist these student to move from a school environment to a work activity setting where gainful employment opportunities exist. St. Joseph's established a separate prevocational component as part of the comprehensive educational services provided by the school. The prevocational component was designed to develop the students' work skills in order for them to realize their optimal potential, maximize their independent functioning, and move toward employment. It was intended that this would minimize or substantially delay the need for institutional care during their adult years. The training in the acquisition of work skills was provided by the school in a self-contained simulated work activities setting on the school campus. This site served as the initial transitional phase from the classroom to a work environment. The actual transition to a work setting in the community was gradually implemented by the school in cooperation with the Occupational Center. Conclusions drawn from the study included that the program was somewhat successful with sighted students, especially the mobility program, but that non-sighted students needed additional training in a one-to-one ratio (compared to the two-to-one student-teacher ratio of the program). Problems with the program included scheduling difficulties, and interfering behaviors of some of the students. Recommendations for the following year of the program were made. (KC)

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FINAL REPORT

OF

A TRANSITIONAL PRE VOCATIONAL TRAINING PROGRAM FOR VISUALLY IMPAIRED SEVERELY MULTIPLY HANDICAPPED YOUTHS

1980-81

ST. JOSEPH'S SCHOOL FOR THE BLIND
253 BALDWIN AVENUE
JERSEY CITY, NEW JERSEY 07306

201-653-0578

PROJECT DIRECTOR
DAVID BRYANT - EDUCATIONAL DIRECTOR

CE030085

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IDENTIFICATION NO. _____ AMOUNT FUNDED 40,900

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PROJECT TITLE: A TRANSITIONAL PRE VOCATIONAL TRAINING PROGRAM FOR VISUALLY IMPAIRED SEVERELY HANDICAPPED YOUTHS

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: St. Joseph's School for the Blind

ADDRESS: 253 Baldwin Avenue

Jersey City, New Jersey 07306

PROJECT DIRECTOR: David Bryant

TELEPHONE NUMBER: 201-653-0578
(Area Code)

ABSTRACT

St. Joseph's School for the Blind engaged in a cooperative effort with an appropriate community agency which provides vocational rehabilitation services to the handicapped in Hudson County. The agency with whom we established an agreement was the Occupational Center of Hudson County. The purpose of such an effort was to establish a model transitional pre vocational training program for severely multiply handicapped students whose multiply handicapping conditions include visual impairment. The aim was to assist these students to move from a school environment to a work activity setting where gainful employment, the case being in which they receive remuneration for their services, opportunities exist.

St. Joseph's (the School) established a separate pre vocational component as part of the comprehensive educational services provided by the School. The intent and purpose of the pre vocational component was to develop the student's work skills in order that they may realize their optimal potential, maximize their independent functioning, and move toward gainful employment. It was intended that this would minimize or substantially delay the need for institutional care during their post educational (adult) years.

The intent was that the training in the acquisition of work skills be provided by the School in a self-contained simulated work activities setting at a site on the School campus. This served as the initial transitional phase from the classroom to a work environment, the actual transition from the school environment to an appropriate work activities setting within the community was gradually introduced. This was implemented by the School in cooperation with an agency providing the community placement of gainful work opportunity that agency being the Occupational Center of Hudson County, Jersey City, New Jersey.

Do not include any information in this box in the final report. (DISCLAIMER PAGE) do not include title in Final Report

This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section 132 of Public Law 94-482.

Project Duration:

September 4, 1980
Beginning Date

June 18, 1981
Ending Date

The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

INTRODUCTION

By the establishment of a transitional pre vocation program for visually impaired severely multiply handicapped children and youths, St. Joseph's School for the Blind intends to achieve the following objectives and by the accompanying designated target dates:

1. To provide a simulated work activities environment where visually impaired severely multiply handicapped children and youths will develop optimal work skills, according to their individual capabilities.

2. To establish a cooperative agreement with an urban community-based Vocational Rehabilitation Center for the purpose of providing appropriate tranitional work experiences for visually impaired severely multiply handicapped youths in order to realize gainful employment.

3. To identify and develop individual pre vocational program goals designed to help improve the level of developmental functioning of visually impaired severely multiply handicapped children and youths, in order to develop optimal productive work skills.

4. To implement individual pre vocation annual program goals to develop optimal work skills of visually impaired severely multiply handicapped for which they are capable and to improve their developmental level of functioning.

5. (A) To provide work activity opportunities at a community-based vocational rehabilitation center. (B) To assist visually impaired severely multiply handicapped youths in moving from a school based environment to an environment of gainful employment.

OBJECTIVE #1

To provide a simulated work activities environment where visually impaired severely handicapped children and youths will develop optimal work skills, according to their individual capabilities.

This goal was achieved November 1, 1980.

Strategy: The School rehabilitated an existing structure on the campus which was previously a four bay garage building measuring 25' x 38' 6". A local general contractor, as well as the Facilities Specialist of the New Jersey Commission for the Blind and Visually Impaired were requested to act as consultants and determined the structural renovations required to rehabilitate the building into a training site. Presently this structure is known as the Pre Vocational Center.

The School presently houses two physical structures on its campus. These include the five story school building and residence as well as the proposed structure. (See site plan,page 5) The structure is of a solid and sound construction and was deemed worthy of renovation for its intended purpose: A FECA Engineer was requested to inspect the structure. After a thorough investigation of other possibilities, the structure was identified as the most available and appropriate building for the intended purpose in terms of cost efficiency, structural composition and space within a reasonable geographic radius from the School building.

It was intended that the Pre Vocational Center be housed in a separate physical structure from the School building in order to greater enhance the independent functioning of the students involved in the program. The Pre Vocational Center housed the program in a physically separate structure from the school building, in order to enhance the students' independent orientation and mobility skills as well as expansion of their life space upon which to exercise independent control, and in order to further develop their temporal and spatial awareness. Furthermore the separateness of the building and its specific environmental characteristics acted as a cue and defined the nature of the purposeful work activities in which they were expected to engage. This separate Pre Vocational Center also constituted the first appropriate transitional phase for the students toward the goal of gradual transition into the community-based work activities center, The Occupational Center of Hudson County which provided gainful employment opportunities. It must be emphasized that careful structuring and small gradual transitions were necessary in order that these visually impaired multiply handicapped youths were able to successfully adapt to new situations and environments.

The following is a detailed description of the structural components and equipment which compose the Pre Vocational Center.

a) Doors -

Two doors were installed on opposite ends of opposite walls in compliance with local fire and safety regulations and allow for more strategic means of evacuation in the case of an emergency.

The doors do not need more than 8 lbs. (as measured under normal conditions) of pull or push pressure in order to open. They also contain kick plates in compliance with New Jersey Barrier Free Design Regulations and are dark brown in color providing optimum contrast against the light muted color of the walls for maximizing the use of residual vision.

b) Health Facilities - Bathrooms, sinks

Two separate toilets have been installed. This allows one toilet for each sex. The toilet rooms allow space for individuals in wheelchairs and the entrance doors, dark brown in color, enhancing contrast and maximizing use of residual vision, provide a clear opening and measure a minimum of 34". The toilet rooms each contain a flush bowl (16" - 18" from the finished floor) and a grab bar adjacent to the fixture, 33" high. This is also in compliance with New Jersey Barrier Free Design Regulations. These toileting facilities are a vital component of the programming. They are utilized in the aid of acquiring and maintaining toileting skills which is a requirement of the majority of workshop settings.

A separate, large sink measuring 32" in height has been installed outside of the toilet rooms. This services the workshop area and allows for washing hands before and upon completion of the session and before returning to the school building.

c) Lighting -

Incandescent lighting, originally recommended, was replaced by flourescent lighting throughout the structure by the Facilities Specialist of the New Jersey Commission for the Blind and Visually Impaired as a means of controlling cost efficiency. "Goose neck" lighting (adjustable desk lamps) were also used to provide additional illumination and aid to particular individuals when deemed necessary.

d) Walls -

Fire proof sheet rock was installed. In conjunction with the lighting, these walls were painted with a flat paint in a light muted color (i.e. pale yellow). This also assists in reducing glare and facilitates the use of residual vision.

e) Floor covering -

The floor (presently concrete) was built up with 2 x 4 sleepers with a 5/8 plywood under lament. This was covered with commercial indoor/outdoor carpeting, dark in color to contrast with both the light muted color of the walls and the linoleum of the work area, enhancing contrast and maximizing the use of residual vision.

f) Windows -

Six (6) Anderson Thermopane picture units were installed. These allow for indirect natural lighting. Vertical venetian blinds used to mute the natural lighting when glare is present.

g) Heating and Ventilation -

Gas hot air heat was installed. Insulation was also installed in order to assure the most efficient heating system. Air conditioning also was installed to provide for ventilation during extremely hot days.

h) Tables and Chairs -

Adjustable tables and chairs were purchased. The fact that they are adjustable allows for change in height in order to accomodate the wide range of height of the students. The table surface color is in direct contrast with the floor surface in order to clearly define the work surface, for those with residual vision. Chairs also follow this guideline. They are sturdy and durable, yet lightweight and easy to transport.

i) Break Area Furniture -

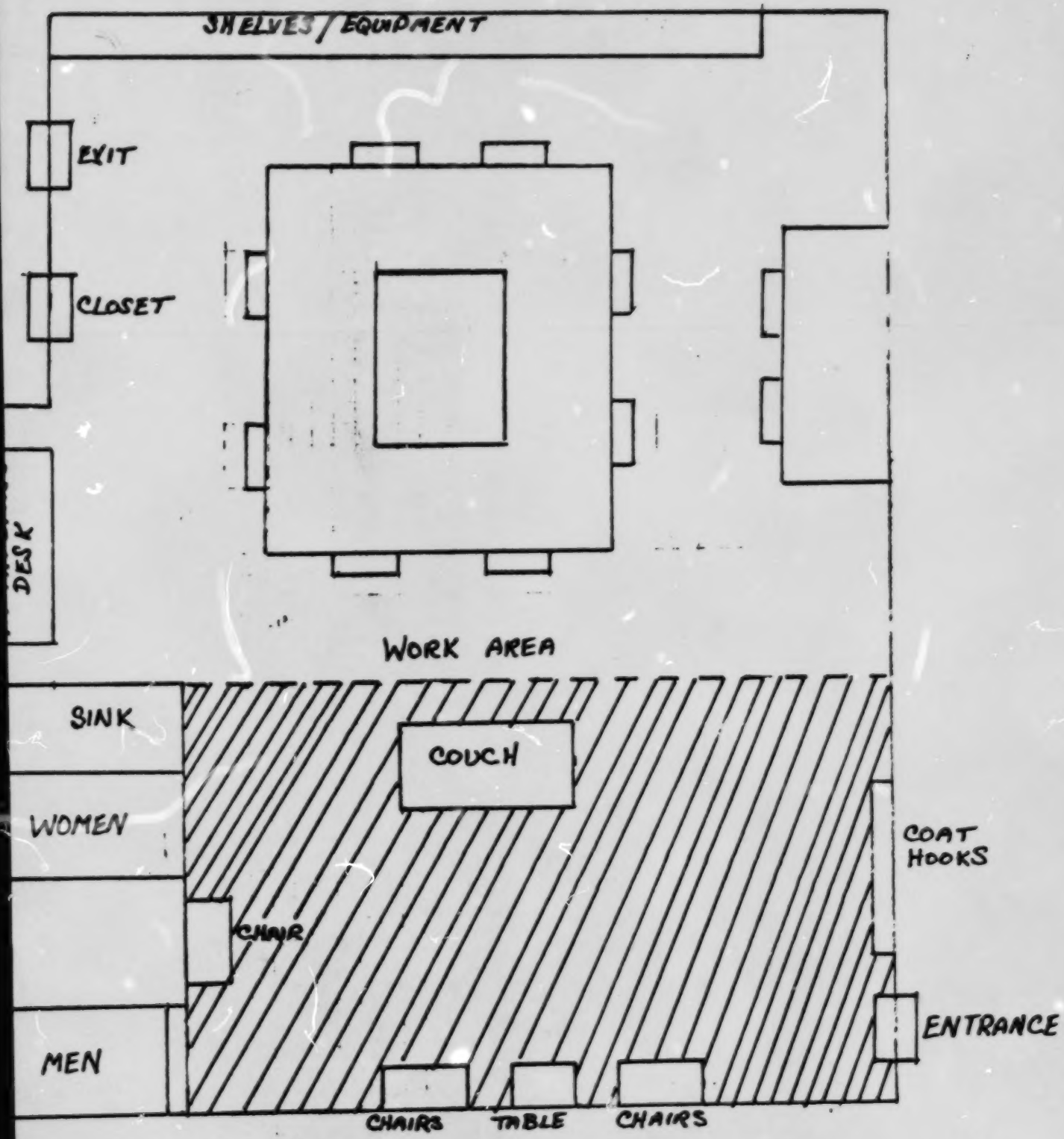
This area consists of a sofa, easy chairs, coffee table and end tables and lamps. The break area allows the students an opportunity to break from work and provides them with a more realistic workshop environment. It also is used to encourage social interaction among students.

The furniture is durable in construction yet comfortable. There are no sharp edges. The furniture color is in direct contrast with the walls and floor. This acts as a mobility cue. The textured surface of the furniture also serves as a tactile cue.

j) Shelves, Lockers and Coat Hook -

Coat hooks were installed to the right of the entrance door to provide easy access. Each hook has a tactile marker to aid the students as to the recognition of their hook. These markers provide stimulation of the tactile sensory system as well as bi-manual manipulation at the Midline.

SITE PLAN FOR OCCUPATIONAL CENTER



OBJECTIVE #2

To establish a cooperative agreement with an urban community based vocational-rehabilitation center.

This goal was achieved on March 13, 1981.

Strategy: An agreement was made with the Occupational Center of Hudson County, Inc. (See Appendix A) and St. Joseph's School for the Blind. A liaison was established providing services to students of the project ages 14-20 (youths who have attained the age of 14 are eligible to receive working papers by the New Jersey State Department of Labor).

Students were given the experience of traveling on mass transit to and from the center with an orientation and mobility specialist and pre vocational specialist or pre vocational instructor, as well as handling money. Students worked alongside with clients in the center and were given an opportunity to engage in and receive wages in the form of a check for actual work contracted from industry in the area, including areas such as simple assembly, packing and collating.

Commencing on April 7, 1981, 2 students traveled to and from the Occupational Center via mass transit (bus). The students worked for 1 hour, 2 times a week, the established days being Tuesdays and Thursdays. Depending upon students adaptability to the workshop setting, work sessions could possibly be extended to 1½ - 2 hours next year. Beginning May 28, 1981 two more students qualified for the final transitional phase, thereby making a total of 4 students traveling 2 times a week to the Occupational Center. The 2 initial students received remuneration by check for the work which they produced during their sessions.

Work contracted to the Occupational Center was inconsistent, therefore students did not receive paychecks every week, but rather when a particular job was completed. The 2 students who did not receive paychecks were still in "evaluation" at the end of the school year. This "evaluation" period consists of presenting the clients with a variety of work samples and the vocational evaluator should note progress and performance level for each task so that an appropriate placement can be made upon completion.

OBJECTIVE #3

To identify and develop Individual Pre Vocational Program Goals.

This goal was achieved on October 13, 1980.

Strategy: The School year at St. Joseph's School for the Blind commenced on September 4, 1980. The entire month of September was devoted to evaluating the students individually, using an informal assessment scale and to formulate appropriate goals. Two sets of goals were formulated for each student. The first set of goals consisted of those incorporated into the student's Individual Educational Plan. These goals addressed work skills necessary for participating in a more formal work activities setting. These goals may be viewed in Appendix B. The second set of goals focus primarily on individual performance on a specific work task. Daily data was collected and charts were formulated in order that progress could be measured in the areas of rate of production and rate of accuracy. (Several of these graphs are presented in Appendix C)

OBJECTIVE #4

To implement Individual Pre Vocational Annual Program Goals.

This goal was achieved on October 13, 1980 through June 5, 1981.

Strategy: Three professionals were directly responsible for the implementation of the long range goals. The three professionals include 1) a Pre Vocational Coordinator, responsible for all of the direct services provided through all phases of programming 2) a full time Pre Vocational Instructor, primarily responsible for the programming for the first phase of the transitional program. Specifically that of direct programming for the younger students within the School building and assisting in direct programming of older students and 3) an Orientation and Mobility Specialist, responsible for programming and implementation of travel skills within the School and Pre Vocational Center and in community and mass transit (bus) travel.

The Pre Vocational Instructor conducted training sessions within the School building in a room designated as the Pre Vocational Room. The Pre Vocational Instructor scheduled one class at a time and on occasion provided individual students with direct one to one instruction. The classroom teacher and classroom aide also participated in direct programming and were under the direction of the Pre Vocational Instructor and Coordinator.

The Pre Vocational Coordinator was responsible for providing direct programming to the chronologically older students (10-21 years of age). This training was conducted in the newly renovated Pre Vocational Training Center which is a separate building directly adjacent to and outside of the school building. The Coordinator also supervised the Pre Vocational Instructor.

The Second Phase of programming commenced with the students receiving hand over hand manipulation to achieve many of their goals and fading these prompts until the student was able to achieve independence in performing the task. The sessions began as 15 minute sessions and over a period of approximately 1 month were increased to 30 minute sessions until the final goal of a continuous one hour session was achieved. A "break" time was scheduled after each session. The rationale for this being that the students would be rewarded with leisure time paired with the playing of music.

It should be noted that the reinforcers used throughout the phases of programming were either tangible reinforcers or social reinforcers.

OBJECTIVE #5A

To provide work activity opportunities at an urban community-based Vocational Rehabilitation Center for visually impaired severely multiply handicapped children and youths.

This goal was achieved on April 7, 1981.

Strategy: Qualifying students between the ages of 14-20 were involved in the actual transitional program component at the Occupational Center of Hudson County, Inc. The students were individually assessed based on their daily performance in the Pre Vocational Center to determine the appropriateness of their beginning transition to the Occupational Center. After it was determined that such a transition would be appropriate to meet the individual student's needs, the student received 2 one hour sessions per week. The projeect instructor accompanied each student to the Occupational Center and was responsible for the student's training at the Occupational Center. The Orientation & Mobility Specialist accompanied each individual student to the Occupational Center to assure the student's optimal accommodation of those skills and to enhance his/her opportunity for independence and success within the new environment. Fee for service to the Occupational Center was provided by the School through monies requested in this proposal.

OBJECTIVE #5B

To assist visually impaired/severely multiply handicapped students in moving from a school based environment to an environment of gainful employment.

This goal was achieved April 7, 1981.

Training in aspects of route travel was provided by an Orientation & Mobility Specialist in each phase of the program.

I. Orientation & Mobility for younger students involved route travel from their respective classrooms to the in-school Pre Vocational Room. The responsibility for proper use of skills fell primarily on the classroom teacher and teacher aides with weekly observations from Orientation & Mobility Specialist.

II. Orientation & Mobility for older students - St. Joseph's Pre Voc Center. Traveling from the main building to the Pre Voc Center involved a variety of routes. Each route was designed to meet the needs of the individual classes and therefore more than one method was used. One method involved independent movement across a small space to a fence and then trailing the fence to the Center. Another method involved a combination of sighted guide marking to the aforementioned fence and then independent trailing to the center.

The return route was retraced to one door requiring a student to ring a bell and inform the receptionist within as to the personnel seeking entrance into the main building. (For Maps of these routes, see Appendix D)

III. Orientation & Mobility for older students - Hudson County Occupational Center. The main thrust of orientation and mobility lessons to the Occupational Center was on understanding the specific needs indigenous to using buses as well as evaluating the extent of useable vision.

A total of four students were involved with traveling to the Hudson County Occupational Center. Two students were sighted and two were non-sighted. The greater portion of time was focused on the sighted students, and therefore objectives and checklists were included to illustrate the work performed. (See Appendix E) Since the work experience of the non-sighted was significantly less than the sighted, emphasis was placed on acquainting these students with the work requirements at the Occupational Center and therefore the travel experiences involved introductory cane lessons and use of proper sighted guide techniques.

Objectives for Sighted Students:

Sighted students will verbally and behaviorally demonstrate an understanding of:

1) Number of the bus

2) Amount of the bus fare

3) Location of bus stops

   a) going to center

   b) coming from center

4) Identifying when to get off the bus

   a) going to the center

   b) coming from the center

Objectives for Non-sighted Students:

Non-sighted students will verbally and behaviorally demonstrate an understanding of:

1) Conceptual Readiness skills

   a) bus number(s)

   b) bus fare

   c) appropriate clothing for travel in a variety of weather conditions.

2) Walking to the bus stop

3) Waiting for the bus

4) Riding the bus

5) Walking to the Occupational Center

6) Trailing basic routes within the Occupational Center

Definitions:

Orientation & Mobility - travel skills for the blind and visually impaired.

Procedures:

Check list

SUMMARY

Conclusions:

After reviewing the data, graphs and video tapes of student progress the Pre Vocational Coordinator, Pre Vocational Instructor and the Orientation and Mobility Instructor met on many occasions to confer and to draw conclusions. They are as follows:

1. Many of the students, especially the chronologically younger, exhibited many stereotypic behaviors. These behaviors interfered with the learning process,

2. Due to transportation inconsistencies many of the students did not arrive at School at the scheduled time on Mondays and many were scheduled to leave earlier than the scheduled dismissal time, therefore programming for the Pre Vocational program had to be altered. It was also concluded that because of scheduling of special events and holidays/vacation days, it was difficult to consistently schedule Pre Vocational Training for consecutive days.

3. Another difficulty in scheduling arose when the students "break time", which was used as a social reinforcer for working, had to occasionally be cut short or altogether omitted.

4. The students participating in Phase I programming were chronologically younger (aged 5-10) and one group consisted of six students. Since these students all exhibit interfering behaviors and the staff ratio was 1:2, teacher to students, it was found the atmosphere was not conducive to learning in that it was not quiet and presented too many distractions.

5. It was noted that the students who qualified for training at the Occupational Center of Hudson County exhibited a change in behavior. These students were appropriate in the manner in which they greeted their supervisor, worked on the task presented and traveled via mass transit.

6. Videotaping proved to be a valuable assessment tool. It enabled the staff to identify behaviors which needed to be modified in both Staff and Student. It also served as a means of documentation. (Videotapes of all students work behaviors are currently on file at St. Joseph's School for the Blind.)

7. The sighted students have shown success in all areas of mobility program goals outlined (See chart Appendix F). Specifically progress was demonstrated in verbalizing the number of the bus, the required fare, and what additional equipment was necessary for optimal visual performance.

8. Sighted students have demonstrated the ability to direct the supervising staff members to the appropriate bus stop and to consistently recognize when to get off the bus, both going and coming from the Occupational Center.

9. Despite progress on several readiness skills on the part of the non-sighted students in terms of cane technique and ability to travel with a sighted guide, a short period of evaluation required emphasis on work skills at the center. It seems clear that a one to one staff ratio is necessary with non sighted students.

Recommendations:

The following recommendations have been formulated for next year's programming in order that the training program will have greater continuity and consistency.

1. The students should be able to spend greater periods of time at both the Pre Vocational Center and the Occupational Center of Hudson County.

2. "Break periods" should be longer in duration and that the students participating in Phase II prepare their own snack thereby utilizing self help skills so necessary for total independence.

3. The Phase I students should receive one to one training sessions. This would be an atmosphere conducive to learning and would enable the instructor to utilize Behavior Modification Programs in order to extinguish negative or interfering behaviors while simultaneously substituting positive work skills.

4. There should be a one to one ratio, staff to non-sighted student during travel via mass transit (bus) to and from the Occupational Center of Hudson County.

5. Weekly meetings should be included next year in order that the Pre Vocational Staff meet with classroom teacher and aide along with any other related Specialized Services in order that there be continuity in working with the individual students.

6. Videotaping should occur during the initial, mid point and final phase of programming. It should also be utilized on an as needed basis.

7. Assembly line activities should be incorporated into Phase II training order to introduce and encourage peer interaction at an earlier stage.

8. A time clock or punch-in system should be utilized next year in order to encourage greater independence and to increase student responsibility for self.

9. The training process should be continued with all students to develop greater independence and less staff supervision.

10. Non-sighted students should be further exposed to the cane in a variety of settings, particularly carrying the cane with a sighted guide on the bus and using the cane within the Occupational Center.

11. An additional staff member should be considered to accompany the sighted students. Determination should be based on the student's performance and further increased independent behavior.

APPENDIX A

Occupational Center of Hudson County, Inc.

780 Montgomery Street
Jersey City, New Jersey 07306

432-5959 / 432-6367

MAUREEN WALLISER
Executive Director

March 13, 1981

Mr. David Bryant
Educational Director
St. Joseph's School for the Blind
253 Baldwin Avenue
Jersey City, N. J. 07306

Dear Mr. Bryant:

The Center is eager to become involved in a cooperative program with your school where the Center's provision of vocational services can augment St. Joseph's educational program. Specific training goals will be to provide the students with a vocational evaluator, a realistic work atmosphere, a variety of work tasks and monetary incentives. Initially, each student will be exposed to the vocational evaluation process. Depending on the student's level of vocational skills, they will be provided appropriate work tasks.

The costs for this program will be a flat fee for the service in the amount of $100 per month. The maximum hours of training will be 30 hours and the maximum number of students 5. This method would be more manageable than designating a specific cost per student.

The program begins at 8:30 A.M. and ends at 2:30 P.M. with an hour break from 12:00 to 1:00 P.M. The exact time of your students' program can be determined by school personnel but the Center's requirement is that the schedule remain permanent.

The outline of a reporting mechanism needs to be developed. It is suggested that school personnel determine

what information on student progress and performance is necessary and the Center's personnel will respond accordingly.

If there are any further questions, please call me at 432-5959. I remain,

Very truly yours,

Olivia B. Olson

Olivia B. Olson
Director

APPENDIX B

INDIVIDUALIZED EDUCATIONAL PROGRAM

STUDENT: Peter IMPLEMENTOR: Linda

PROGRAM AREA: Pre Vocation LONG-TERM GOAL: Peter will independently locate, identify and put on his own work apron by securing velcro fasteners.

EDUC. RATIONALE FOR GOAL:

Short Term Objectives	Performance Criteria	Strategies and/or Methods	Eval. Proced.	Materials/ Resources	Init. Date	Quarterly	Date Met
Upon entering the Pre Voc Room Peter will independently walk over to where the aprons are kept.	During 4 of 5 trials	Teacher Demonstration Hand over Hand Fading Techniques	Daily Documented Behavioral Observation And Periodic Video Taping	Aprons	10/13/80		

INDIVIDUALIZED EDUCATIONAL PROGRAM

STUDENT: Peter IMPLEMENTOR: Linda

PROGRAM AREA: Pre Vocation LONG-TERM GOAL: Peter will attend to and persist at a job task for a period of 15 minutes, given intermittent verbal prompts.

EDUC. RATIONALE FOR GOAL:

Short Term Objectives	Performance Criteria	Strategies and/or Methods	Eval. Proced.	Materials/ Resources	Init. Date	Quarterly	Date Met
Given intermittent verbal prompts, Peter will attend to and persist at a work task for 1 minute.	During 2 of 3 trials.	Demonstration by teacher Verbal and Physical Prompts	Daily Documented Behavioral Observations And Periodic Video Taping	Stopwatch	10/13/80		

INDIVIDUALIZED EDUCATIONAL PROGRAM

STUDENT: Peter IMPLEMENTOR: Linda

PROGRAM AREA: Pre Vocation LONG-TERM GOAL: Peter will independently attend to and complete a task using left to right orientation with 90% accuracy.

EDUC. RATIONALE FOR GOAL:

Short Term Objectives	Performance Criteria	Strategies and/or Methods	Eval. Proced.	Materials/ Resources	Init. Date	Quarterly	Date Met
When attending to a task using left to right sequencing, Peter will trail from the starting point with his left hand and upon completion of manipulation with the right hand move to the next block with his left hand.	During 4 of 5 trials	Teacher Demonstration Hand over hand Fading techniques Verbal and/or physical prompts	Daily Documented Behavioral Observations And Periodic Video Taping	Counting Jig	10/13		

INDIVIDUALIZED EDUCATIONAL PROGRAM

STUDENT: Peter IMPLEMENTOR: Linda

PROGRAM AREA: Pre Vocation LONG-TERM GOAL: Peter will indicate verbally and by sign "I need help" upon running out of work pieces or having difficulty.

EDUC. RATIONALE FOR GOAL:

Short Term Objectives	Performance Criteria	Strategies and/or Methods	Eval. Proced.	Materials/ Resources	Init. Date	Quarterly	Date Met
	During 4 of 5 Trials	Teacher demonstration Hand over hand Fading techniques	Daily Documented Behavioral Observation And Periodic Video Taping		10/13/80		

INDIVIDUALIZED EDUCATIONAL PROGRAM

STUDENT: Salomon IMPLEMENTOR: Linda

PROGRAM AREA: Pre Vocation LONG-TERM GOAL: Upon entering the Pre Voc Room Salomon will independently locate, identify and put on his own work apron given intermittent verbal prompts.

EDUC. RATIONALE FOR GOAL:

Short-Term Objectives	Performance Criteria	Strategies and/or Methods	Eval. Proced.	Materials/ Resources	Init. Date	Quarterly	Date Met
1) Upon entering the Pre Voc Room Salomon will independently walk over to and tactily locate where the work aprons are kept.	During 4 of 5 attempts	Teacher demonstration hand over hand fading techniques verbal & physical prompts	Daily Documented Behavioral Observation and Periodic Video Taping		10/13		

INDIVIDUALIZED EDUCATIONAL PROGRAM

STUDENT: Salomon IMPLEMENTOR: Linda

PROGRAM AREA: Pre Vocation LONG-TERM GOAL: Salomon will attend to and complete a work task using one to one correspondence and left to right sequencing by filling an eight hole counting jig.

EDUC. RATIONALE FOR GOAL:

Short Term Objectives	Performance Criteria	Strategies and/or Methods	Eval. Proced.	Materials/ Resources	Init. Date	Quarterly	Dat- Me-
Salomon will use his left hand to trail the holes, pick up one designated object and place it in the first hole.	During 4 of 5 Attempts	Demonstration by teacher hand over hand fading techniques, physical and verbal prompts	Daily Documented Behavioral Observation and Periodic Video Taping		10/13		

INDIVIDUALIZED EDUCATIONAL PROGRAM

STUDENT: Salomon IMPLEMENTOR: Linda

PROGRAM AREA: Pre Vocation LONG-TERM GOAL: Salomon will independently stand and attend to a work task for 5 minutes requiring no more than 10 physical prompts.

EDUC. RATIONALE FOR GOAL:

Short Term Objectives	Performance Criteria	Strategies and/or Methods	Eval. Proced.	Materials/ Resources	Init. Date	Quarterly	Dat· Me·
Salomon will independently stand and attend to a work task for 1 minute. Given intermittent physical and/or verbal prompts.	2 of 3 trails	Teacher demonstration, hand over hand fading techniques, physical and verbal prompts	Daily Documented Behavioral Observations and Periodic Video Taping		10/13		

INDIVIDUALIZED EDUCATIONAL PROGRAM

STUDENT: Salomon IMPLEMENTOR: Linda

PROGRAM AREA: Pre Vocation LONG-TERM GOAL: Salomon will independently sit and attend to a work task for 5 minutes and require no more than 10 physical prompts.

EDUC. RATIONALE FOR GOAL:

ort Term Objectives	Performance Criteria	Strategies and/or Methods	Eval. Proced.	Materials/ Resources	Init. Date	Quarterly	Date Met
1) Salomon will attend to a work task independently for 1 minute given verbal and/or physical prompts.	During 2 of 3 trials.	Teacher demonstration, hand over hand fading techniques, verbal and physical prompts.	Daily Documented Behavorial Observations and Periodic Video Taping	Stop Watch	10/13		

INDIVIDUALIZE DUCATIONAL ROGRAM

STUDENT: Jesus IMPLEMENTOR: Linda

PROGRAM AREA: Pre Vocation LONG-TERM GOAL: Upon entering the Pre Vocational Center, Jesus will locate, identify and put on his own work apron securing it by tying the strings in a bow.

EDUC. RATIONALE FOR GOAL:

ort&Term Objectives	Performance Criteria	Strategies and/or Methods	Eval. Proced.	Materials/ Resources	Init. Date	Quarterly	Da: Me
Upon entering the Pre Voc Center Jesus will walk over to, locate and identify his own work apron.	4 of 5 trials	Teacher Demonstration Verbal Prompting	Daily Documented Behavioral Observations And Periodic Video Taping	Apron	10/13		

INDIVIDUALIZED EDUCATIONAL PROGRAM

STUDENT: Jesus IMPLEMENTOR: Linda

PROGRAM AREA: Pre Vocation LONG-TERM GOAL: Jesus will independently attend to and persist at a job task for 1 hour given intermittent verbal prompts.

EDUC. RATIONALE FOR GOAL:

Short Term Objectives	Performance Criteria	Strategies and/or Methods	Eval. Proced.	Materials/ Resources	Init. Date	Quarterly	Da: Me.
1) Jesus will attend to and persist at a work task for 15 minutes	4 of 5 trials	Verbal Prompting, Shaping	Daily Documented Behavioral Observations And Periodic Video Taping		10/13		

INDIVIDUALIZE' 'DUCATIONAL PROGRAM

STUDENT: Jesus IMPLEMENTOR: Linda

PROGRAM AREA: Pre Vocation LONG-TERM GOAL: Jesus will complete a 5 part work task with 90% accuracy.

EDUC. RATIONALE FOR GOAL:

ort&Term Objectives	Performance Criteria	Strategies and/or Methods	Eval. Proced.	Materials/ Resources	Init. Date	Quarterly	Da: Me:
1)Jesus will complete a 5 part work task with 75% accuracy	4 of 5 trials	Structured environment Verbal prompting Teacher demonstration	Daily Documented Behavioral Observations And Periodic Video Taping	Counting Jig	10/13		

INDIVIDUALIZED E.. CATIONAL PROGR.

STUDENT: John IMPLEMENTOR: Linda

PROGRAM AREA: Pre Vocation LONG-TERM GOAL: Upon entering the Pre Vocational Center, John will independently locate, identify and put on his own work apron by tying strings given a verbal prompt.

EDUC. RATIONALE FOR GOAL:

Short Term Objectives	Performance Criteria	Strategies and/or Methods	Eval. Proced.	Materials/ Resources	Init. Date	Quarterly	Date Met
Upon entering the Pre Vocational Center, John will locate, identify and put on his own work apron.	4 of 5 trials	Teacher Demonstration Verbal Prompt	Daily Documented Behavioral Observations and Periodic Video Taping	Aprons	10/13/80		

INDIVIDUALIZED EDUCATIONAL PROGRAM

STUDENT: John IMPLEMENTOR: Linda

PROGRAM AREA: Pre Vocation LONG-TERM GOAL: John will independently sit, attend to and persist at a work task for 1 hour given intermittent verbal prompts.

C. RATIONALE FOR GOAL:

Short-Term Objectives	Performance Criteria	Strategies and/or Methods	Eval. Proced.	Materials/ Resources	Init. Date	Quarterly	Date Met
John will independently sit, attend to and persist at a work task for 15 minutes given intermittent verbal prompts.	4 of 5 trials	Teacher demonstration Verbal prompts	Daily Documented Behavioral Observation and Periodic Video Taping	Timer with Bell	10/13/80		

INDIVIDUALIZED EDUCATIONAL PROGR...

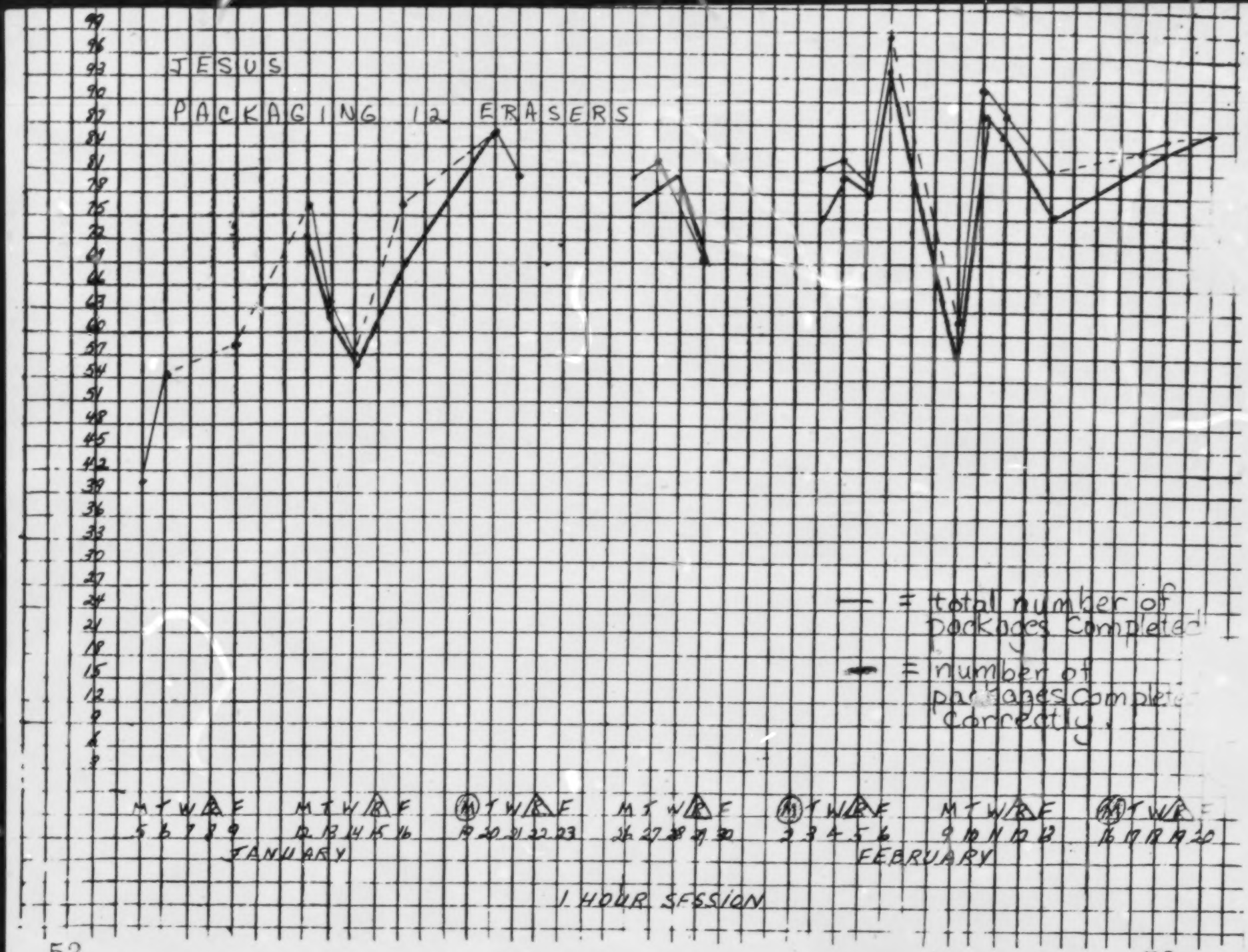
STUDENT: John IMPLEMENTOR: Linda

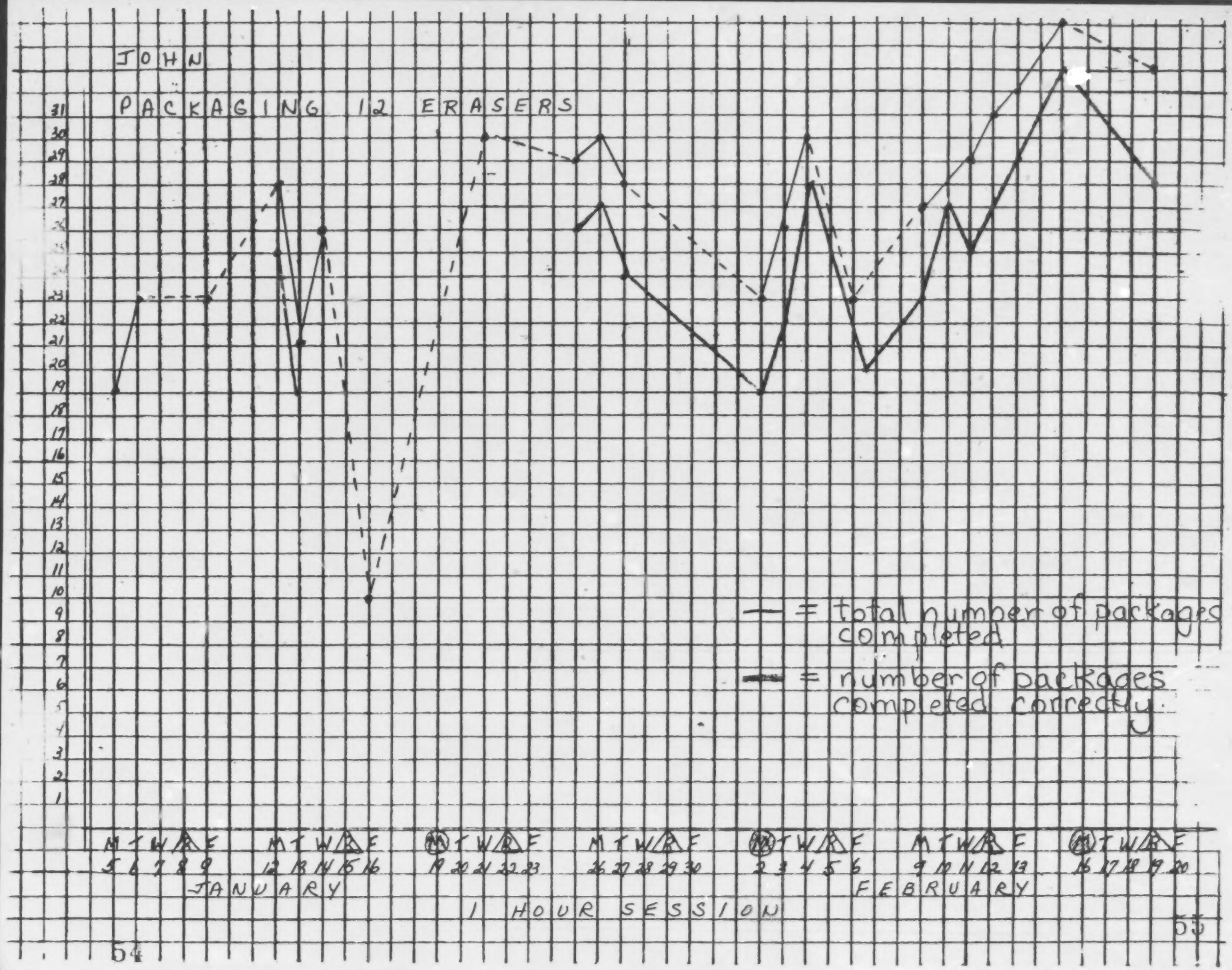
PROGRAM AREA: Pre Vocation LONG-TERM GOAL: John will independently perform a 5 part work task using left to right progression with 90% accuracy.

EDUC. RATIONALE FOR GOAL:

Short Term Objectives	Performance Criteria	Strategies and/or Methods	Eval. Proced.	Materials/ Resources	Init. Date	Quarterly	Date Met
John will independently perform a 5 part work task using left to right progression with 75% accuracy.	4 of 5 trials	Teacher demonstration Verbal prompts	Daily Documented Behavioral Observations And Periodic Video Taping	Counting Jig	10/13/80		

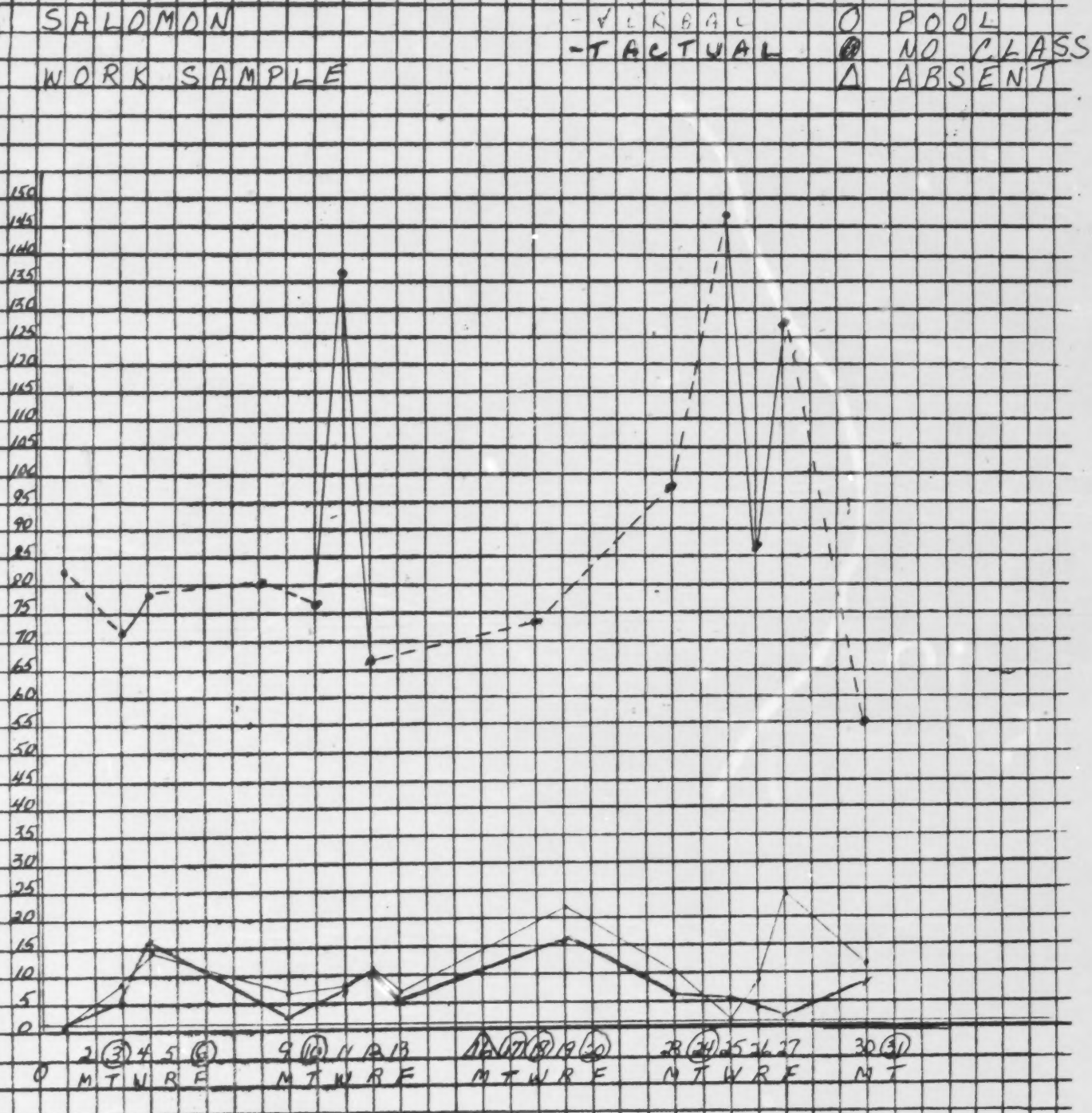
APPENDIX C


JESUS
PACKAGING 12 ERASERS
— = total number of packages completed
— = number of packages completed correctly.
M T W R F
5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30
JANUARY
M T W R F
2 3 4 5 6 9 10 11 12 13 16 17 18 19 20
FEBRUARY
1 HOUR SESSION


JOHN
PACKAGING 12 ERASERS
31
30
29
28
27
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
— = total number of packages completed
— = number of packages completed correctly.
M T W R F M T W R F M T W R F M T W R F M T W R F M T W R F
5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30 2 3 4 5 6 9 10 11 12 13 16 17 18 19 20
JANUARY
FEBRUARY
1 HOUR SESSION

SALOMON

WORK SAMPLE



MARCH

1981

PETER

SORTING

SIGNAL PROMPT

TASK TIME

○ POOL

⊘ NO CLASS

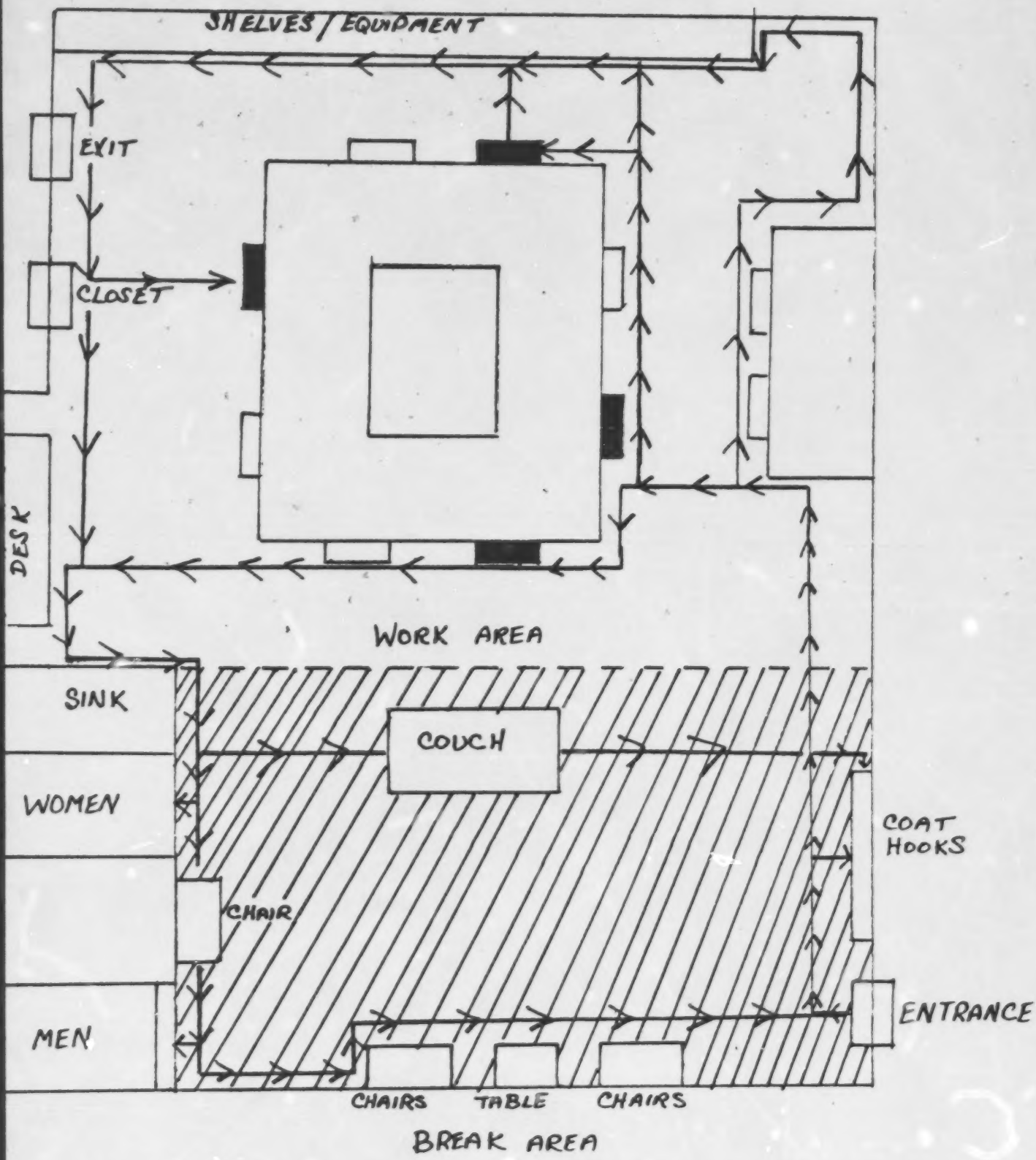
Δ ABSENT

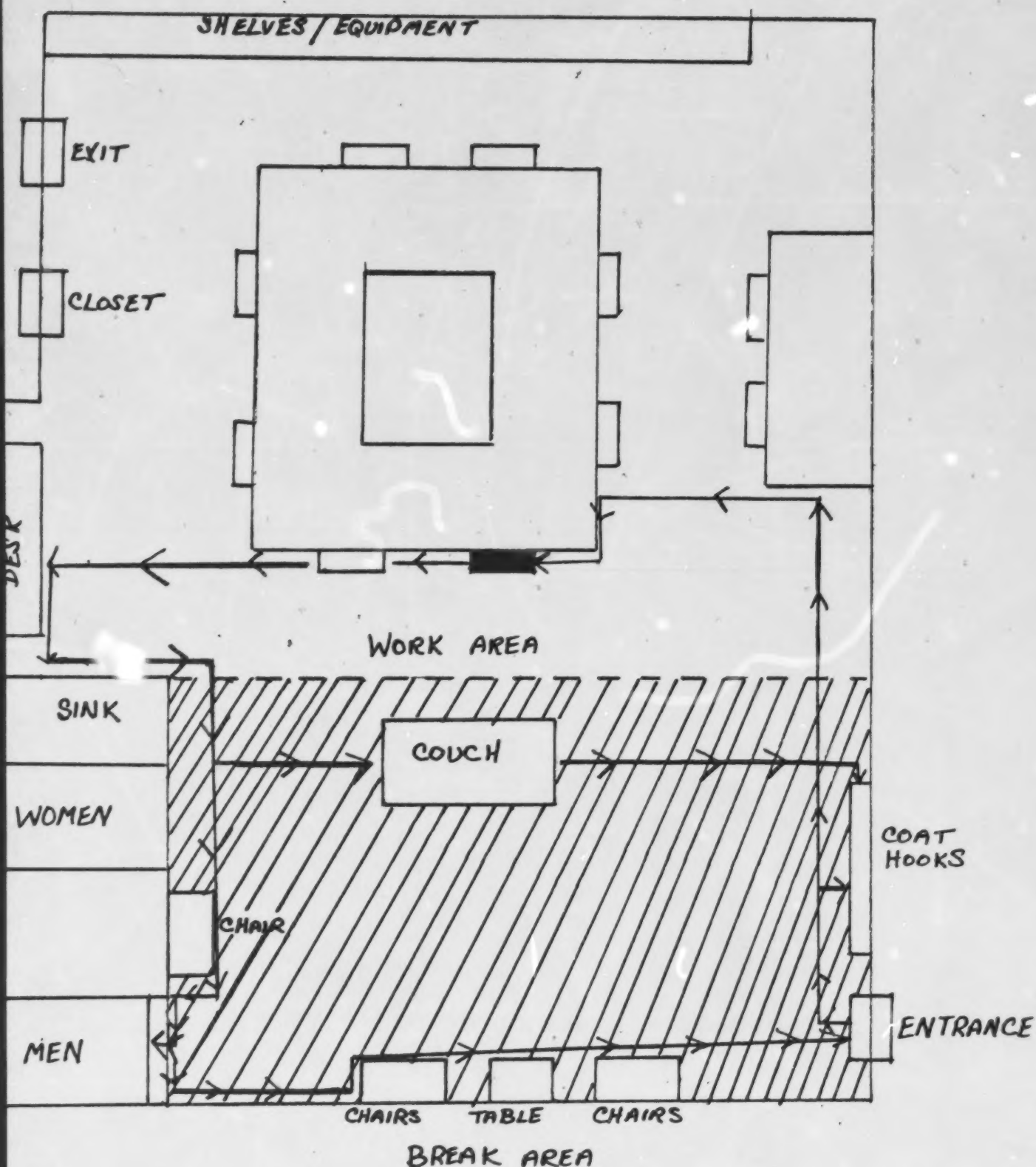
4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29

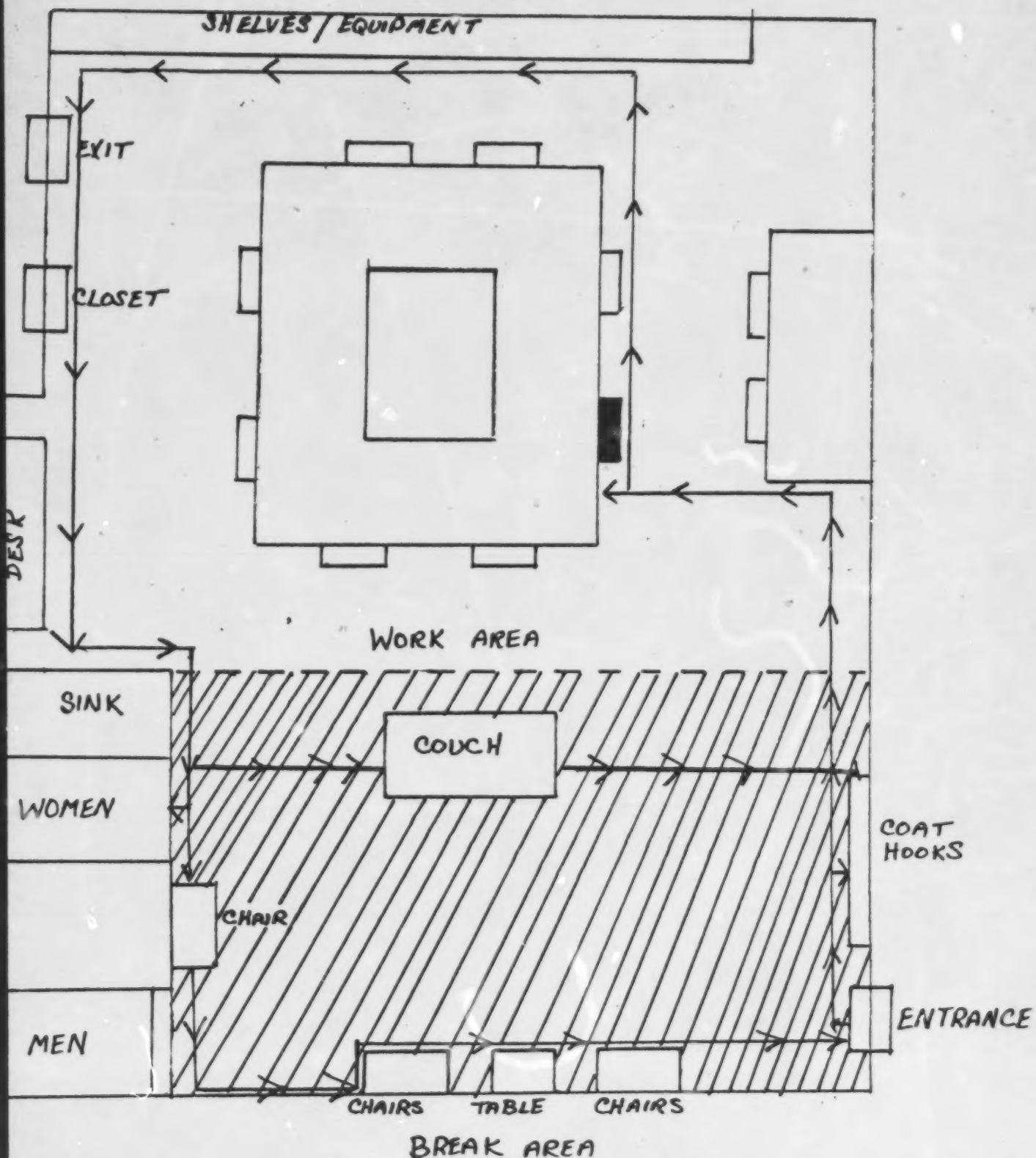
F M T W R F M T W R F M T W R F M T W R

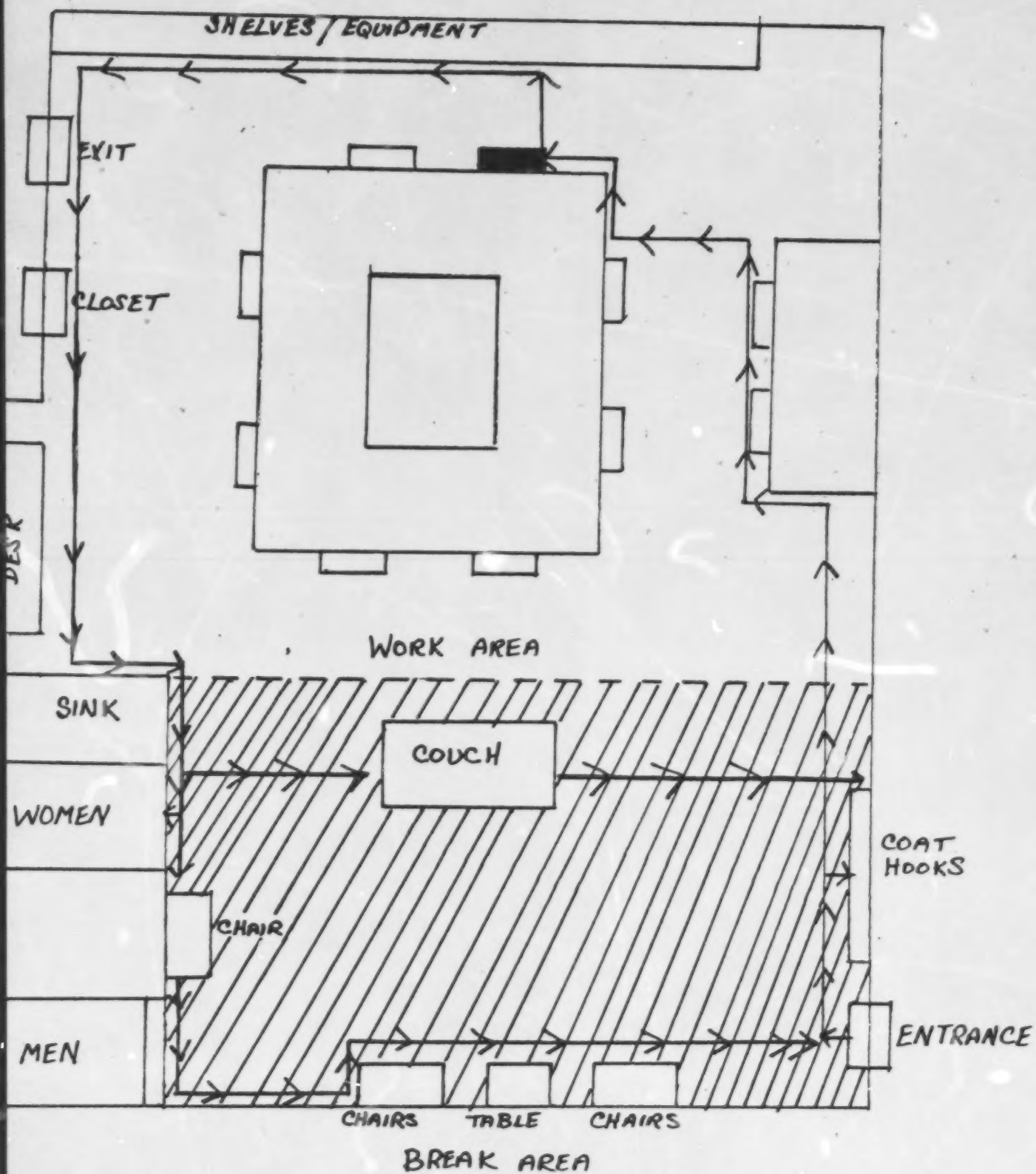
MAY 1981

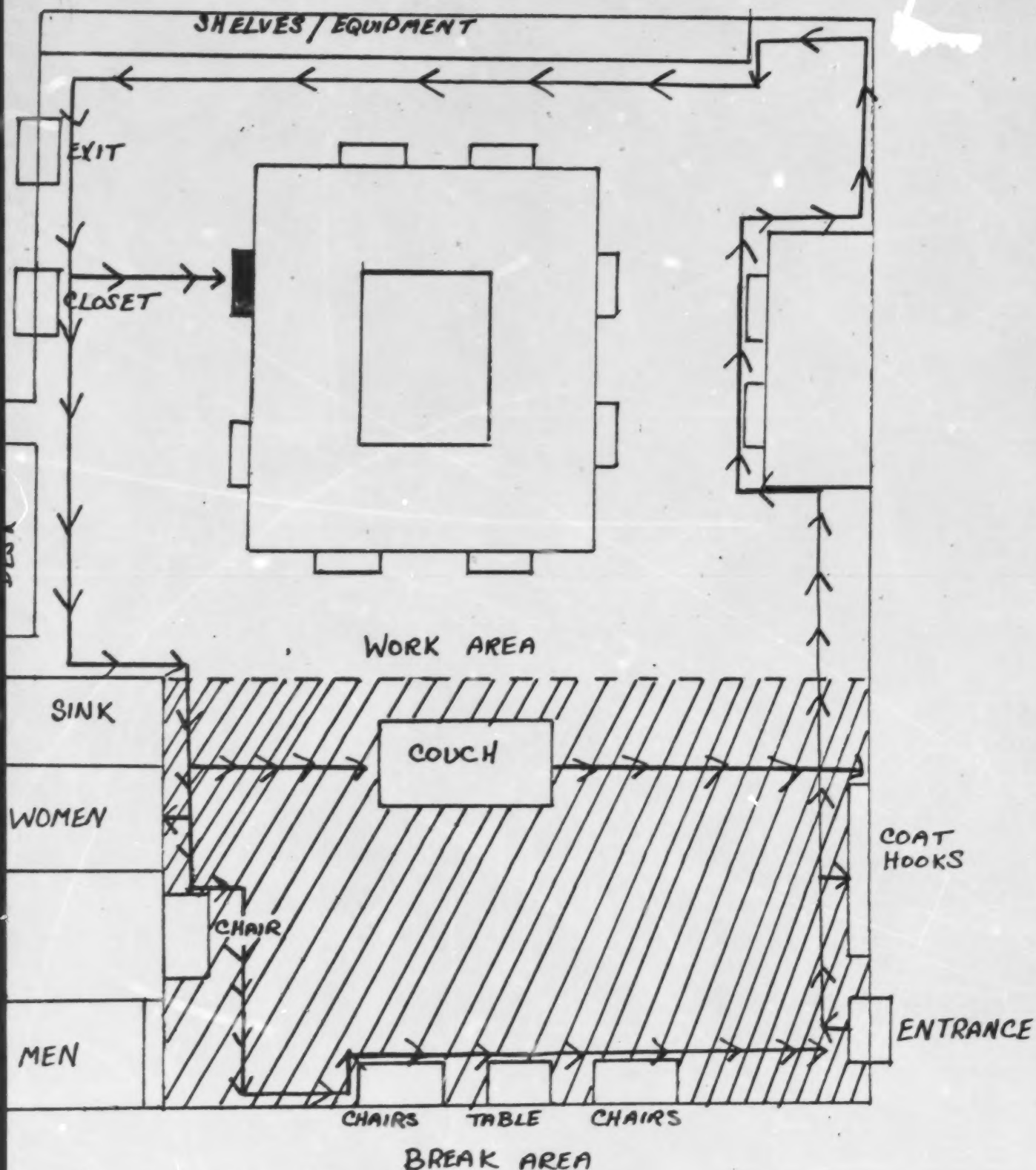
APPENDIX D


SHELVES / EQUIPMENT
EXIT
CLOSET
DESK
WORK AREA
SINK
WOMEN
MEN
COUCH
CHAIR
COAT HOOKS
ENTRANCE
CHAIRS
TABLE
CHAIRS
BREAK AREA


SHELVES / EQUIPMENT
EXIT
CLOSET
DESK
WORK AREA
SINK
WOMEN
MEN
COUCH
CHAIR
COAT HOOKS
ENTRANCE
CHAIRS
TABLE
CHAIRS
BREAK AREA


SHELVES / EQUIPMENT
EXIT
CLOSET
DESK
WORK AREA
SINK
WOMEN
MEN
COUCH
CHAIR
COAT HOOKS
ENTRANCE
CHAIRS
TABLE
CHAIRS
BREAK AREA


SHELVES / EQUIPMENT
EXIT
CLOSET
DESK
WORK AREA
SINK
WOMEN
MEN
COUCH
CHAIR
COAT HOOKS
ENTRANCE
CHAIRS
TABLE
CHAIRS
BREAK AREA

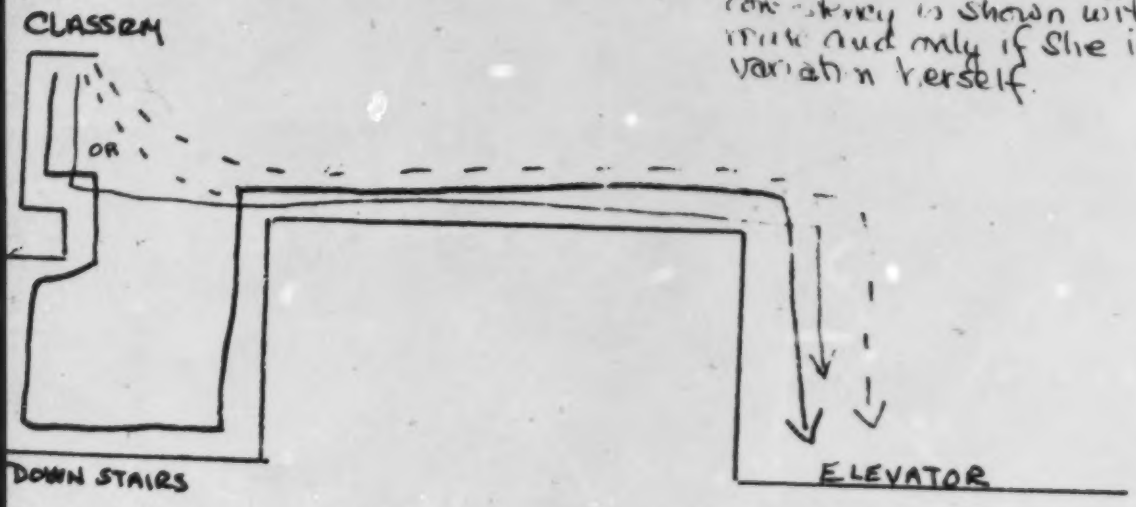

SHELVES / EQUIPMENT
EXIT
CLOSET
WORK AREA
SINK
WOMEN
MEN
COUCH
CHAIR
COAT HOOKS
ENTRANCE
CHAIRS
TABLE
CHAIRS
BREAK AREA

ROUTE 1 — CLASS ROOM TO PRE-VOC BL.

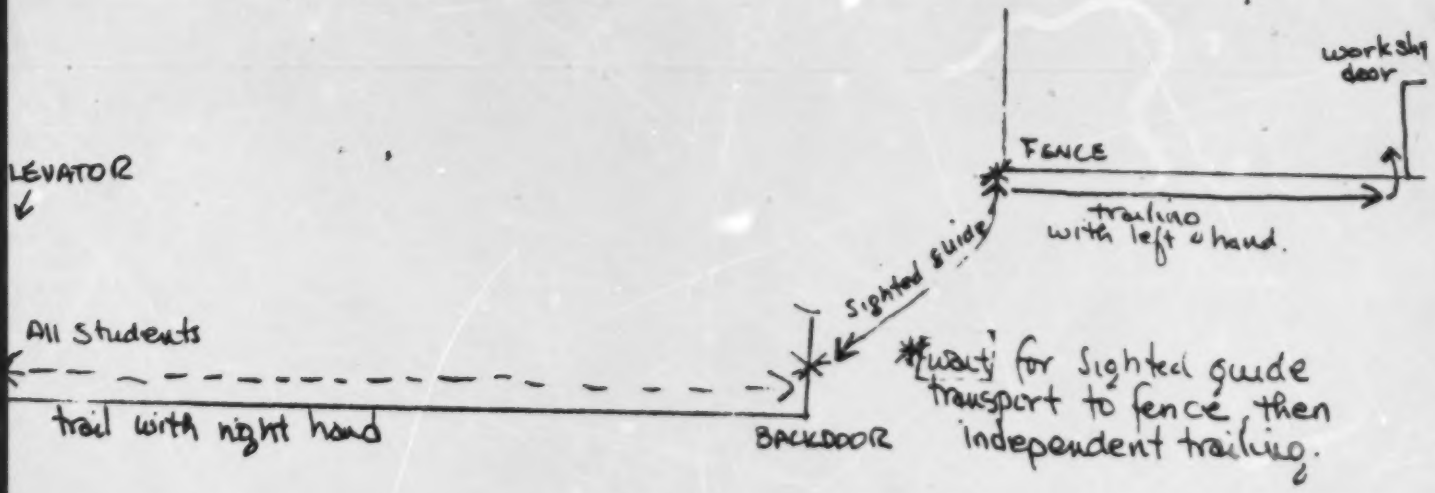
■ Karen ■ Kaye and Debbie
■ Jackie

Anna's Class:

dotted line route to be followed after concept is shown with the first route and only if she initiates the variation herself.



ON THE 3RD FLOOR

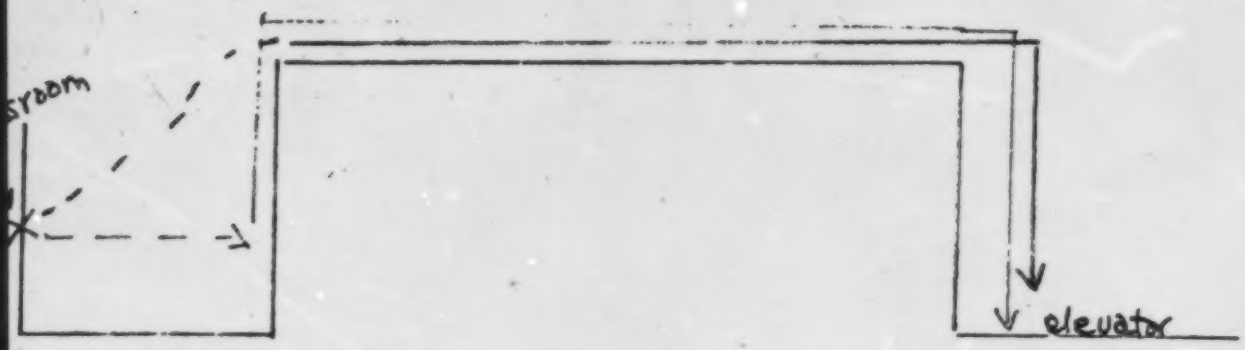


ON FIRST FLOOR

* Route is reversed when students return to classroom

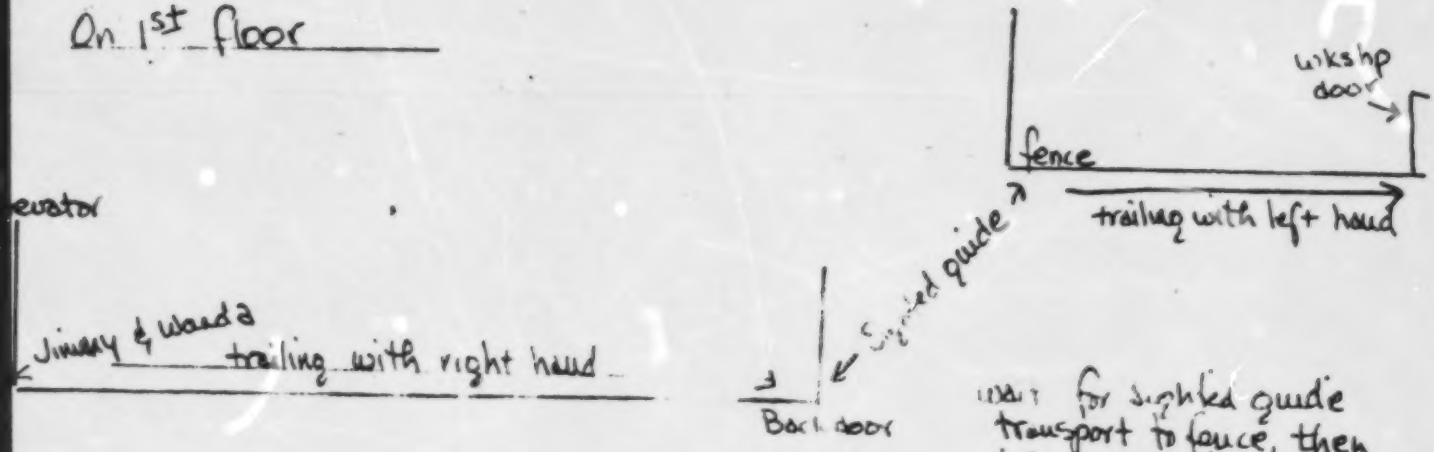
Route from Cathy's Class to the Vet Building

- Wanda
- Jimmy



On the 4th floor

On 1st floor


wkshp door
fence
trailing with left hand
sighted guide
Jimmy & Wanda trailing with right hand
Back door
use for sighted guide transport to fence, then independent trailing.

* Route is reversed when students return to classrm.

APPENDIX E

II. COMMUNICATION SKILLS

This is not intended to be an exhaustive list of the child's vocabulary. It is specific to the work setting as a minimal entry level requirement of language and concepts necessary for the deaf-blind person to function in the work environment. This list does not address the child's language needs in other areas. Within the work setting, additional language would undoubtedly enhance the child's learning experience.

DATE

A. Receptive Skills

1. Accepts tactile stimulation in relation to communication. Is not tactually defensive.

2. <u>Responds correctly</u> to the following when communicated by hand-over-hand manipulation, natural gestures, signs, verbal communication, or any other consistent symbol system.

   a. Sit
   b. Stand
   c. Finished (work, break)
   d. Yes
   e. No
   f. Stop
   g. Start work (any routine)
   h. Break (rest time)
   i. Toilet
   j. Wrong/Mistake (referring to specific task)
   k. Right
   l. Come/Go (motion)
   m. Eat/Lunch (break for meal)

B. Expressive Language - Communicates the following using any consistent similar system. For example: Hand-over-hand manipulation, natural gesture, signs, verbal communication, or any other expressive method.

1. Toilet
2. Help
3. Hurt/Sick
4. More

III. GENERAL MOBILITY SKILLS

All of these skills are considered rote skills.

DATE

A. If ambulant, will follow a sighted guide. Please refer to Appendix for description of sighted guide.

B. Has learned simple indoor routes.
Example: Consistently travels from work station to break area, from classroom to bathroom, etc.

C. Can open and close various types of doors.

D. Can go up and down stairs and/or ramps. (Consulting with a trained orientation and mobility specialist might be helpful.)

COMMENTS SECTION for Part III. General Mobility Skills

IV. BEHAVIOR

A. These nonaggressive, inappropriate behaviors have been extinguished or minimized to the extent that they do not interfere with task performance.

	DATE						
1. Light gazing	1.						
2. Body rocking	2.						
3. Self-abusive behavior (poking eyes, face, ears, etc.)	3.						
4. Mouthing or flicking objects	4.						
5. Bizarre body positions or head movements	5.						
6. Excessive and/or loud crying, laughing, bizarre speech or vocalizations	6.						
7. Seeking excessive personal contact	7.						

B. These self-abusive and destructive behaviors are not exhibited in the work environment.

1. Destroys clothes or other property	1.						
2. Is hostile or physically abusive to others	2.						
3. Smears feces/voids in pants	3.						
4. Throws objects	4.						
5. Temper tantrums	5.						
6. Genital play	6.						
7. Sexual exploration directed toward others	7.						
8. Self-mutilation	8.						

C. Tolerates placement and is not disruptive within a group of peers for work and social activities (close physical proximity).

COMMENTS SECTION for Part IV. Behavior

APPENDIX F

O & M Progress Chart

	April					May							June		
	7	9	14	28	30	5	7	12	19	19	21	26	2	4	
John	−	+	+	+	+	+	+	+	+	+	+	(A)	+	+	Correctly identifying
Jesus	−	−	−	+	+	+	+	+	+	+	+	+	+	+	# of Bus
John	−	−	−	−	−	+	+	+	+	+	+	(A)	+	+	Correctly identifying
Jesus	−	−	−	−	−	−	+	+	+	+	+	+	+	+	Amount of Bus #
John	−	+	+	+	+	+	+	+	+	+	+	(A)	+	+	Correctly identifying & location
Jesus	−	+	+	+	+	+	+	+	+	+	+	+	+	+	Bus stop - Going
John	−	+	+	+	+	+	+	+	+	+	+	(A)	+	+	Correctly identifying & location
Jesus	−	+	+	+	+	+	+	+	+	+	+	+	+	+	Bus stop - Coming
John	−	−	−	−	−	+	+	+	+	+	+	(A)	+	+	Correctly identifying
Jesus	−	−	−	−	−	−	−	−	−	−	−	+	+	+	When to get off Bus - Going
John	−	+	+	+	+	+	+	+	+	+	+	(A)	+	+	Correctly identifying
Jesus	−	−	−	−	−	−	−	−	−	−	−	+	+	+	When to get off Bus - Coming

− = was not able
+ = was able
(A) = absent

APPENDIX G

ST. JOSEPH'S SCHOOL FOR THE BLIND
PRE VOCATIONAL ASSESSMENT SCALE

NAME: _____
DOB: _____
EVALUATOR: _____
DATE: _____

Key: H = Hand over hand
TP = Tactile prompting
VP = Verbal prompting
I = Independently

H	TP	VP	I	
				1. Enters Pre Vocational Room/Center. (Circle)
				2. Locates apron hooks
				3. Removes coat, hat, gloves, etc.
				4. Identifies own apron. ___ Tactile marker ___ Counting pegs
				5. Removes apron from hook.
				6. Places coat on hook.
				7. Puts apron on.
				8. Secures apron in place by ____ velcro ____ tying.
				9. Locates own "work station". ____sight ____ trailing ____ tactile marker
				10. Seats self at work station.
				11. Waits to begin work.
				12. Indicates readiness to begin work ____ sign ____ verbal.
				13. Begins work when instructed.
				14. Works quietly.
				15. Asks for "more" work pieces appropriately.
				16. Works using left to right progression.
				17. Works for a period of: _____ 15 minutes _____ 60 minutes (1 HOUR) _____ 30 minutes _____ OTHER _____ 45 minutes SPECIFY: _____
				18. Works on a task consisting of: ____ 3 parts _____ assembly line activities ____ 4 parts _____ OTHER ____ 5 parts SPECIFY: _____
				19. Indicates toileting needs appropriately ____ sign ____ verbal.
				20. Spontaneously indicates "I'm finished" ____sign ____ verbal.
				21. Walks to "break area" unassisted.
				22. Utilizes break time appropriately.

NOTES:

Linda Slick
9/80

APPENDIX H

APPENDIX I

Pre-Vocational Center

9/80	Cordoba Construction (Conversion of garages to workshop)	$65,000.00
9/4/80	Linda Slick - (pre-voc materials, supplies)	$ 400.00
9/80	Beckley Corp (6 tables - Linda has invoice)	$ 431.70 + Ship.
11/20/80	Schaffer's (Vertical Blinds)	$ 930.00
12/16/80	Schaffer's (Vertical Blinds)	$ 100.00

Other equipment furnished:

6 Utility tables

8 Oak chairs

1 Green plastic chair

1 Desk (Large Teacher's)

1 Electric Typewriter (Olympia)

1 Typing table

1 Couch

2 Arm chairs

1 End table

1 File cabinet,(4 Drawer)

1 Small refrigerator

2 Desk lamps (with dimmer switches)

1 Radio

1 Large wastepaper basket

1 Reel to reel tape recorder

1 Work tray

1 20 hole letter mailbox

1 (4 shelf) Desk file tray

1 Index card file (2 drawer)

CORDOBA CONSTRUCTION, INC.
99 Kinderkamack Rd.. Westwood, N.J. 07675

#152 November 18, 1980

St. Joseph's School for the Blind
253 Baldwin Avenue
Jersey City, New Jersey 07303

Re: Conversion of Garage to Workshop

I N V O I C E (4)

Final Billing

Work completed on the above referenced project:

Contract Amount:	$65,000
Previously Billed:	62,500
Payment Received:	45,000
Amount of this Billing:	2,500
Total Amount Due to Date:	$20,000

10,000 Pd 11/25/80
#1672

10,000 Pd 12/9/80
#1702

CORDOBA CONSTRUCTION, INC.

Albert D'Onofrio, President

ADO:dg

201-265-2815/664-6929

PHONE: 433-6700

SCHAFFER SHADES & BLINDS

Wm. Schaffer & Sons, Inc. — Established 1907

MANUFACTURER OF WINDOW SHADES & VENETIAN BLINDS

RADIATOR ENCLOSURES & TABLE PADS

1687 KENNEDY BOULEVARD • JERSEY CITY, N. J. 07305

12/16/80

St Joseph School for Blind
253 Baldwin Ave
Jersey City, NJ

Installed 2 Rivera
1" slat alum Ven Blinds
for Rest rooms
Color Hot Orange # 247
@ $50.00 Total $100.00

OK
JWS

12/16/80
#1739

Schaffer's

A06715

EST. 1907

Window Shades - Venetian Blinds - Table Pads
Kirsch Drapery Rods - Picture Framing

[redacted] 433-6700

JERSEY CITY, NEW JERSEY 07307

[redacted]
1687 KENNEDY BOULEVARD
JERSEY CITY, N. J. 07305

DATE 11/20/80 19[illegible]

M/ St Joseph School for Blind
Magnolia & Baldwin Ave

4 Vertical Blinds		
installed in		
new Building		930 —
Tangerine Woven		
Fabrics		
OK		
JWS		

SINCE OUR PRODUCTS ARE CUSTOM MADE - CANCELLATIONS OR CHANGES CANNOT BE ACCEPTED ONCE AN ORDER IS BEING PROCESSED.

[illegible] P. BERMAN, UNION CITY, N. J.